

Research Article

The Relation between the Work Motivation and Job Satisfaction of Secondary School Teachers

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A B S T R A C T

Work motivation is one of the major factors of job satisfaction. Teaching is a complex process of imparting knowledge. Teachers are solely responsible in bringing behavioral changes among children. Therefore teachers are essentially motivated to do their best by putting sincere and whole hearted effort in preparing future citizens. Job satisfaction depends on many factors and motivation it plays a dominant role. The quality of the work done by the teachers of any institution depends on the level of the satisfaction generated in their work. To get qualitative work from teachers the authorities need to motivate them to get satisfactory work from them.

Keywords: Work Motivation, Job Satisfaction, Job Performance, Intrinsic, Extrinsic Motivating Factors

Introduction

"Happy teachers are productive teachers", "Happy teachers are not productive teachers." We have these complicating statement made by the higher authorities of the department. This confusion and debate among the authorities on the topic of teachers attitude, motivational factors and job satisfaction even at a time when teachers are important for the smooth functioning of the roles and responsibilities. Teachers do play a significant role in the growth and the development of the student community. They need to be motivated either intrinsically or extrinsically, so as to develop the confidence among their children and to transact their teaching learning activities, to achieve this they must be able to be satisfied with the job they held. The motivated teachers generally be satisfied with the day to day activities they come across.

The factors like team work, good communication, showing interest in others, accepting the views of others, decision

making, ensuring the wellbeing of others, making work interesting and non respective one some of the factors which promotes motivation towards work and in turn to achieve job satisfaction.

Group dynamics today, have a very important part to play in the workplace. Motivation creates commitment to the job and employer and effective motivation creates the desired and energy to complete task involved in job and its satisfaction.

Significance of the Study

"Teachers motivation is based on the freedom to try new ideas, achievements of appropriate responsibility levels, intrinsic and extrinsic work elements. The true job satisfaction is derived from the gratification of needs, social relations, esteem and self actualization. In the modern world felt, it all missing at certain levels in order to suggest and test certain measures to attain job satisfaction with

various factors like attitude, motivation, effect of stress and lack of factors, which enhance the functioning of teachers. Measures to boost up spirit among teachers and to find out the relation between motivation and job satisfaction.

Objectives of the Study

- To find out the relationship between work motivation and job satisfaction of secondary school teachers.
- To find out the significant difference between male and female teachers with respect to their work motivation and job satisfaction.
- To find out significant difference between rural and urban teachers with respect to their work motivation and job satisfaction.

Hypotheses of the Study

- There is no significant difference between male and female teachers of secondary schools with respect to their job satisfaction scores.
- There is no significant difference between male and female teachers of secondary schools with respect to work motivation scores.
- There is no significant difference between age group (≤ 30 yrs and ≥ 31 yrs) of teachers of secondary schools with respect to work motivation scores.
- There is no significant difference between teaching experience (≤ 10 yrs, 11-20 yrs, ≥ 21 yrs) of teachers of secondary schools with respect to work motivation scores.
- There is no significant difference between graduate and post graduate teachers of secondary schools with respect to work motivation scores.
- There is no significant difference between teachers of government, aided and unaided secondary schools with respect to work motivation scores.

Variables of the Study

- Gender: male/ female
- Locality: rural/ urban
- Age: < 30 yrs/ > 30 yrs
- Teaching experience: < 10 yrs, 11-20 yrs, > 21 yrs
- Education: graduate / post graduate
- Type of schools: Gov/ aided/unaided
- Work motivation, job satisfaction

Methodology

In this study in order to do analysis stratified random sampling method is used.

Population Studied

This study was conducted to know the effect of work motivation, attitude and occupational stress on the job satisfaction of secondary school teachers. A sample of 665 secondary school teachers of government, aided and un-aided schools were selected and administered the test

by using test and retest method. The two tools desired to study are the work motivation and occupational stress were standardized.

Tools used for the study

The tools used for the study are:

- 'Teachers Attitude Inventory' By SP Ahluwalia (Sagar) 2005
- Work Motivation Scale By SK Agarwal is Standardized By Dr. Tara Sabapathy, 1999
- Teachers Occupational Stress By Clark (1980)
- Teachers Job Satisfaction Scale MMB By Y Mudgil, IS Muhand R Bhatia, 2011

Data Collection and Treatment

The sample of the data comprised of 665 teachers of secondary schools. Four variables are considered for collecting the data they are, job satisfaction, work motivation, attitude and occupational stress.

"The work motivation scale "and 'occupational stress " were standardized by the scholar. The data was analyzed by using.

- Differential statistics with independent "t" and one way ANOVA.
- Correlation analysis to establish relationship between the variables with dependent variable of teachers of secondary schools.
- Regression analysis is employed to know the effects of independent variables on dependent variables of teachers of secondary schools.

Statistical Techniques Employed for the Treatment

t-test

A t-test is an analysis of two populations means through the use of statistical examination, a t-test with two samples is commonly used with small sample sizes, testing the difference between the samples when the variances of two normal distributions are not known.

ANOVA

Analysis of variance (ANOVA) is a collection of statistical models and their associated producers (such as variation among and between groups) used to analyze the differences among group means. ANOVA was developed by statistician and evolutionary biologist "Ronald Fisher".

Correlation

A mutual relationship or connection between two or more things .Correlation is a statistical technique that can show whether and how strongly pairs of variables are related. For example height & weight are related.

Correlation is a bivariate analysis that measures the strength of association between two variables and the direction of

the relationship in terms of the strength of relationship. The value of the correlation co-efficient varies between +1 & -1.

Regression Analysis

Regression analysis is used to understand which among the independent variables are related to the dependent variable and to explore the forms of these relationships in restricted circumstances, regression analysis can be used to infer causal relationships between the independent and dependent variables.

Hypotheses Tested

The hypotheses designed to study were tested and analyzed.

1. There is no significant difference between male and female teachers of secondary schools.
2. There is no significant difference between male and female teachers of secondary schools with respect to work motivation scores.

To achieve this hypothesis, the independent t test was applied and the result are presented in the following table.

Table 1. Result of t test between male and female Teachers of Secondary Schools with Respect to Work Motivation Scores

Gender	Mean	SD	SE	t-value	p-value	Sig.
Male	97.19	9.99	0.59	-3.1372	0.0018	S
Female	99.42	8.37	0.43			

Table 2. Result of t test between age groups (≤ 30 yrs and ≥ 31 yrs) of teachers of secondary schools with respect to work motivation scores

Age groups	Mean	SD	SE	t-value	p-value	Sig.
≤ 30 yrs	96.47	10.42	0.71	-3.9042	0.0001	S
≥ 31 yrs	99.41	8.35	0.39			

From the result of the table 1, it can be seen that, a significant difference is observed between male and female teachers of secondary schools with respect to work motivation scores ($t = -3.1372$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the female teachers have significant higher work motivation scores as compared to male teachers of secondary schools.

3. There is no significant difference between age groups

Table 3. Result of ANOVA test between teaching experiences (≤ 10 yrs, 11-20 yrs, ≥ 21 yrs) of teachers of secondary schools with respect to work motivation scores

Source of variation	Degrees of freedom	Sum of Sq	Mean sum of Sq	F-value	P-value	Sig.
Between experiences	2	865.21	432.6071	5.2178	0.0056	S
Within experiences	662	54886.21	82.9097			
Total	664	55751.42				

(≤ 30 yrs and ≥ 31 yrs) of teachers of secondary schools with respect to work motivation scores to achieve this hypothesis, the independent t test was applied and the result are presented in the table 2.

From the result of the table 2, it can be seen that, a significant difference is observed between teachers of secondary schools belongs to ≤ 30 yrs and ≥ 31 yrs of age groups with respect to work motivation scores ($t = -3.9042$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the teachers belong to ≥ 31 yrs of age group have significant higher work motivation scores as compared to teachers of secondary schools belong to ≤ 30 yrs of age group.

4. There is no significant difference between teaching experiences (≤ 10 yrs, 11-20 yrs, ≥ 21 yrs) of teachers of secondary schools with respect to work motivation scores.

To achieve this hypothesis, the one way ANOVA test was applied and the result are presented in the table 3.

From the result of the table 3, it can be seen that, a significant difference is observed between teaching experiences (≤ 10 yrs, 11-20 yrs, ≥ 21 yrs) of teachers of secondary schools with respect to work motivation scores ($F = 5.2178$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the teachers of secondary schools belongs to different teaching experiences (≤ 10 yrs, 11-20 yrs, ≥ 21 yrs) have different work motivation scores.

To know the pair wise comparisons of teaching experiences (≤ 10 yrs, 11-20 yrs, ≥ 21 yrs) of teachers of secondary schools with respect to work motivation scores by applying the Tukeys posthoc procedures.

5. There is no significant difference between graduate and postgraduate teachers of secondary schools with respect to work motivation scores.

To achieve this hypothesis, the independent t test was applied and the result are presented in the table 4.

From the result of the table 4, it can be seen that, a significant difference is observed between graduate and post graduate teachers of secondary schools with respect to work motivation scores ($t = -3.7716$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the post graduate teachers have significant higher work motivation scores as compared to graduate teachers of secondary schools.

Table 4.Result of t test between graduate and postgraduate teachers of secondary schools with respect to work motivation scores

Education	Mean	SD	SE	t-value	p-value	Sig.
Graduate	97.34	9.24	0.47	-3.7716	0.0002	S
Postgraduate	100.06	8.88	0.54			

6. There is no significant difference between teachers of government, aided and unaided secondary schools with respect to work motivation scores.
7. To achieve this hypothesis, the one way ANOVA test was applied and the result are presented in the following table.
8. From the result of the above table, it can be seen that, a significant difference is observed between teachers of government, aided and unaided secondary schools with respect to work motivation scores ($F=13.9701$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the teachers of government, aided and unaided secondary schools have different work motivation scores.

Work Motivation Scores as Compared to Graduate Teachers of Secondary Schools.

- The teachers of government, aided and unaided secondary schools have different work motivation scores. The urban secondary school teachers have significant higher job satisfaction scores as compared to rural secondary school teachers.
- It means that, the urban secondary school teachers have significant higher work motivation scores as compared to rural secondary school teachers.
- The married teachers have significant higher job satisfaction scores as compared to unmarried teachers of secondary schools.
- The married and unmarried teachers of secondary schools have similar work motivation scores.

Table 5.Result of ANOVA test between Teachers of Government, Aided and Unaided Secondary Schools with Respect to Work Motivation Scores

Source of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	P-value	Sig.
Between managements	2	2257.74	1128.87	13.9701	0.0001	S
Within managements	662	53493.68	80.81			
Total	664	55751.42				

Limitations of the Study

- This study includes only secondary school teachers of Kolar district.
- This study is conducted by selecting work motivation , occupational stress and attitude of secondary schools teachers as independent variables. The other variables may be considered.
- This study has included only age, qualification, type of schools, locality, marital status and experience as intervening variables.

Findings of the Study

- The female teachers have significant higher work motivation scores as compared to male teachers of secondary schools.
- The Teachers Belong To ≥ 31 yrs of Age Group Have Significant Higher Work Motivation Scores As Compared To Teachers of Secondary Schools Belong To ≤ 30 yrs of Age Group.
- The Teachers of Secondary Schools Belongs To Different Teaching Experiences (≤ 10 yrs, 11-20 yrs, ≥ 21 yrs) Have Different Work Motivation Scores.
- The Post Graduate Teachers Have Significant Higher

Suggestions for Further Research

Similar study can be conducted in other districts of Karnataka, as this study is conducted in kolar district only.

Studies on job satisfaction of primary schools teachers and senior secondary schools teachers can be conducted.

Job satisfaction of head masters and principals can be studied.

The study can also be conducted by considering psychological and other organizational variables.

Conclusion

The study has been conducted for a sample of 665 secondary school teachers hailed from both rural and urban background. The study considering three dependent variables and independent variable job satisfaction.

The data collection tools like Teachers attitude scale, work motivation scale, occupational stress and job satisfaction scales are used. The validity and reliability of the tests are found out and shows very significant.

The study significantly arrived at showing the higher level

of job satisfaction by women teachers and women teachers are expressing higher work motivation levels and it is also shown that the stress levels are also very low when compared ale teachers.

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